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ABSTRACT

This manual presents procedures for systematic curriculum development and evaluation. The system evaluates five major components in the development of a curriculum: 1) objectives, 2) instructional materials, 3) teaching procedures, 4) inservice education, and 5) evaluation. An overview of specific activities staged over a five year period is outlined for each component. (CJ)

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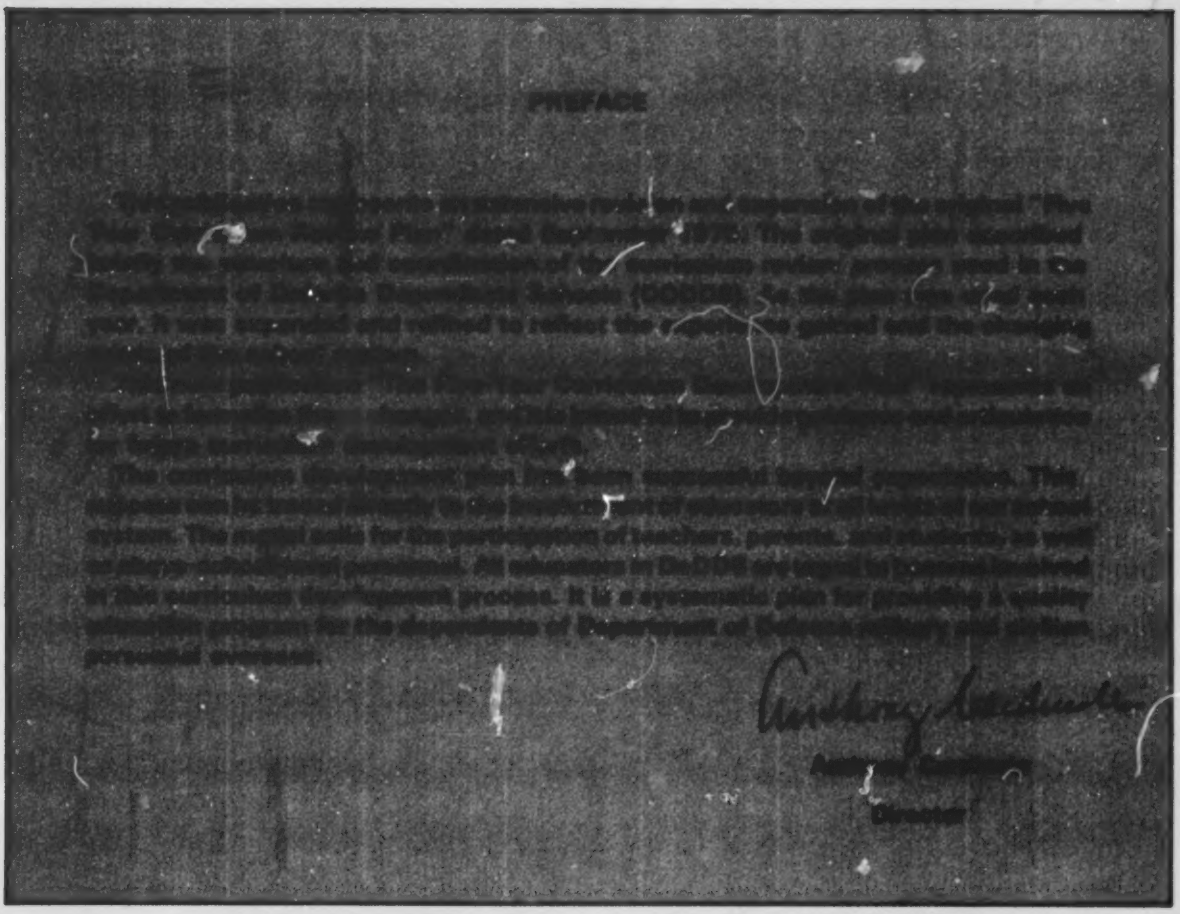
SP 016 576

THE DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS (DODDS) IS COMPRISED OF APPROXIMATELY 261 SCHOOLS AT NEARLY 200 DIFFERENT LOCATIONS IN 22 COUNTRIES AROUND THE WORLD. CURRENTLY, ABOUT 14[illegible]000 DEPARTMENT OF DEFENSE MILITARY AND CIVILIAN DEPENDENTS IN GRADES KINDERGARTEN THROUGH 12 ARE RECEIVING THEIR EDUCATION IN THE DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS SYSTEM. MORE THAN 7,200 AMERICAN TEACHERS AND OTHER PROFESSIONAL PERSONNEL STAFF CLASSROOMS AND SCHOOLS THAT COMPARE WITH THE BETTER CONTINENTAL UNITED STATES PUBLIC SCHOOLS.



PREFACE

Director

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INTRODUCTION

Changing needs, new legislation, and administrative emphases have lead to a reexamination of the various educational undertakings conducted by DoDDS. The results of the reexamination of the education process and program activities have been incorporated in this manual. Some programs have been reaffirmed but need additional attention while others have been modified.

The focus of this manual is on the processes and procedures necessary for systematic educational planning and development within DoDDS. An important and compelling reason for the curriculum development and planning strategy described in this publication is that it will improve educational opportunities and influence the educational experiences offered to students.

The charts provide a visual description of the curriculum planning process and procedures.

Chart 1 shows the three curriculum subject areas selected for each school year starting with the 1980-81 school year and ending with the 1984-85 school year. The cycle will repeat every 5 years. The cycling sequence is subject to annual review by the DoDDS Curriculum Development Committee (DoDDS CDC). The "Curriculum Development Process" (Chart 2) is an organizational chart showing the lines of communication and coordination among the various components of DoDDS. Chart 3 shows the composition of the task groups and the

DoDDS Curriculum Development Committee. Representatives from each region serve on the task groups and the DoDDS CDC. The task groups and the CDC are chaired by the corresponding curriculum coordinator, branch chief, or division chief of the Education Division of the Office of Dependents' Schools (ODS).

An overview of specific activities and requirements for the curriculum development cycle is given in Chart 4. The sequence of activities over a 5-year stage is outlined for each major component. [redacted] During the first year of the review cycle, the task group meets with the DoDDS CDC twice to present program and organizational recommendations. These recommendations for substantial changes were first prepared during the pre-entry year. Preparations for the entry year or first year of the formal review process serve as a foundation for activities that will occur in subsequent years. The major categories that are to be addressed by each curriculum task group are organized and phased over the 5-year period. Because of this phasing, budget resources, administrative and logistical support, and personnel recruitment and staffing changes can be anticipated and planned for systematically.

The framework for curriculum study, presented by the DoDDS CDC, represents important statements of issues and concerns about curriculum planning, development, and evaluation. The process and structure stated in this curriculum publication highlight the directions for a continuing process. It also outlines the responsibilities of those involved in the curriculum development process.

This plan is viewed as part of an evolving process of curriculum review and development. The curriculum development process of the DoDDS has been and will continue to be flexible in order to facilitate the implementation of innovative ideas, programs, and procedures based upon experience and evaluation results.

The development of this curriculum process is due to the foresight, diligence, and patience on the part of many dedicated educators within DoDDS. Their efforts are greatly appreciated.

CHART 1
FIVE-YEAR CURRICULUM DEVELOPMENT SEQUENCE

SCHOOL YEAR*	EDUCATIONAL CATEGORY	INTERDISCLIPLINARY RESPONSIBILITIES FOR INSTRUCTION AND SUPPORT SERVICES
1980-81	A. Health & Physical Education	Physical & Mental Health, Drug Education
	B. Social Studies	Multiethnic Education, Intercultural Education, Ethical Development
	C. Student Services	Accessibility of Human and Material Resources, Dormitorie
1981-82	A. Reading	Reading in the Content Areas
	B. Career Awareness	Career Information in Content Areas
	C. Computer Education	Computer Assisted and Computer Directed Instruction
1982-83	A. Language Arts	Oral Expression, Writing, English as a Second Language
	B. Special Education	Handicapped, Gifted and Talented
	C. Career Exploration	Exploring Careers in Content Areas
1983-1984	A. Science	Environmental Education, Outdoor Education
	B. Arts & Humanities	Aesthetics and Creativity in Content Areas
	C. Vocational Education	Vocational Skill Development in Content Areas
1984-85	A. Foreign Languages	Host Nation Programs
	B. Mathematics	Metric Education
	C. Media	Resource Teacher Utilization, Learning Resource Centers

*The school year indicates the entry year or first year of the five-year sequence.

SEQUENCE IS SUBJECT TO ANNUAL REVIEW BY DODDS CURRICULUM DEVELOPMENT COMMITTEE

CHART 1

FIVE-YEAR CURRICULUM DEVELOPMENT SEQUENCE

Chart 1 delineates 15 curriculum categories and important interdisciplinary responsibilities assigned to each.

Foreign Languages and Media are two educational categories undergoing review by task groups during the 1979-80 school year. Host nation programs form the interdisciplinary responsibilities for the foreign language review. Resource teacher utilization is an interdisciplinary responsibility of the media review. Learning resource centers (includes educational media centers) are the focus of the media review.

The interdisciplinary column of Chart 1 deserves special note. Too frequently in the past, educators have devoted a major portion of their resources to development within specific disciplines, grades kindergarten through 12. Consequently, interdisciplinary concepts and processes experienced little or no attention. Fortunately, these voids are beginning to be filled. Some of these K-12 interdisciplinary requirements are being met. Others will be more adequately resolved with increased attention given to areas such as compensatory education, English as a second language [ESL], and early childhood education [ECE].

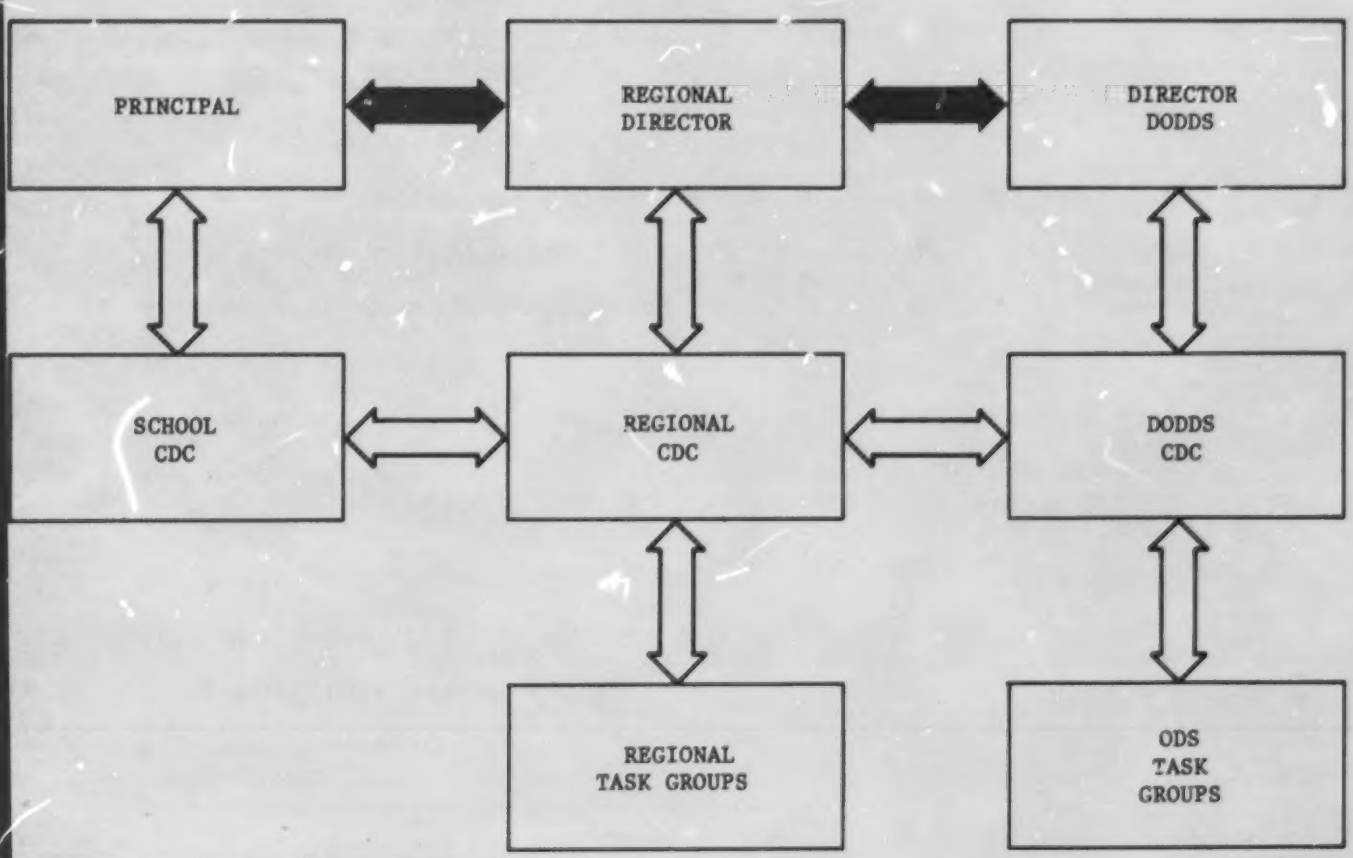
Many of the instructional offerings and educational services represented by most of the educational categories are well known. This is especially true of the categories designated

as health and physical education, social studies, language arts, science, mathematics, humanities, and foreign languages. Offerings and services represented by the remaining categories, however, are not as widely known. Major subcategories for each are listed below:

1. Student Services (pupil personnel services)
    a. Counseling, Dormitory Counseling
    b. Social Work and Family Services
    c. Psychological Services
    d. Nursery and Preschool Services
2. Special Education
    a. Learning Disabilities
    b. Educable Mental Retardation
    c. Trainable Mental Retardation
    d. Deaf and Hard of Hearing
    e. Speech Therapy
    f. Physically Impaired and Multiply Handicapped
    g. Blind and Partially Sighted
    h. Gifted and Talented

3. Career Exploration
   a. Business Education
   b. Industrial Arts
   c. Home Economics
   d. Career Information
4. Arts and Humanities
   a. Music
   b. Humanities
   c. Visual Arts
   d. Performing Arts
5. Vocational Education
   a. Cooperative Work Experience
   b. Specific skill development areas such as cosmetology, automotive technology, welding, dental and medical technology, electrical and electronic technology, and computer technology.
   c. Junior ROTC

CHART 2
CURRICULUM DEVELOPMENT PROCESS



Staff lines

Channels of communication and coordination.

CHART 2

Curriculum development recommendations may be initiated at the school, regional, or ODS level. The information concerning the recommendations should be disseminated to all appropriate levels for consideration. All documents and procedures developed at the regional or ODS level will be reviewed as a draft or evaluated under pilot conditions by schools before finalization. This process will determine feasibility and insure acceptance before implementation.

CHART 3

COMPOSITION OF DODDS CURRICULUM DEVELOPMENT COMMITTEE AND THE DODDS TASK GROUPS

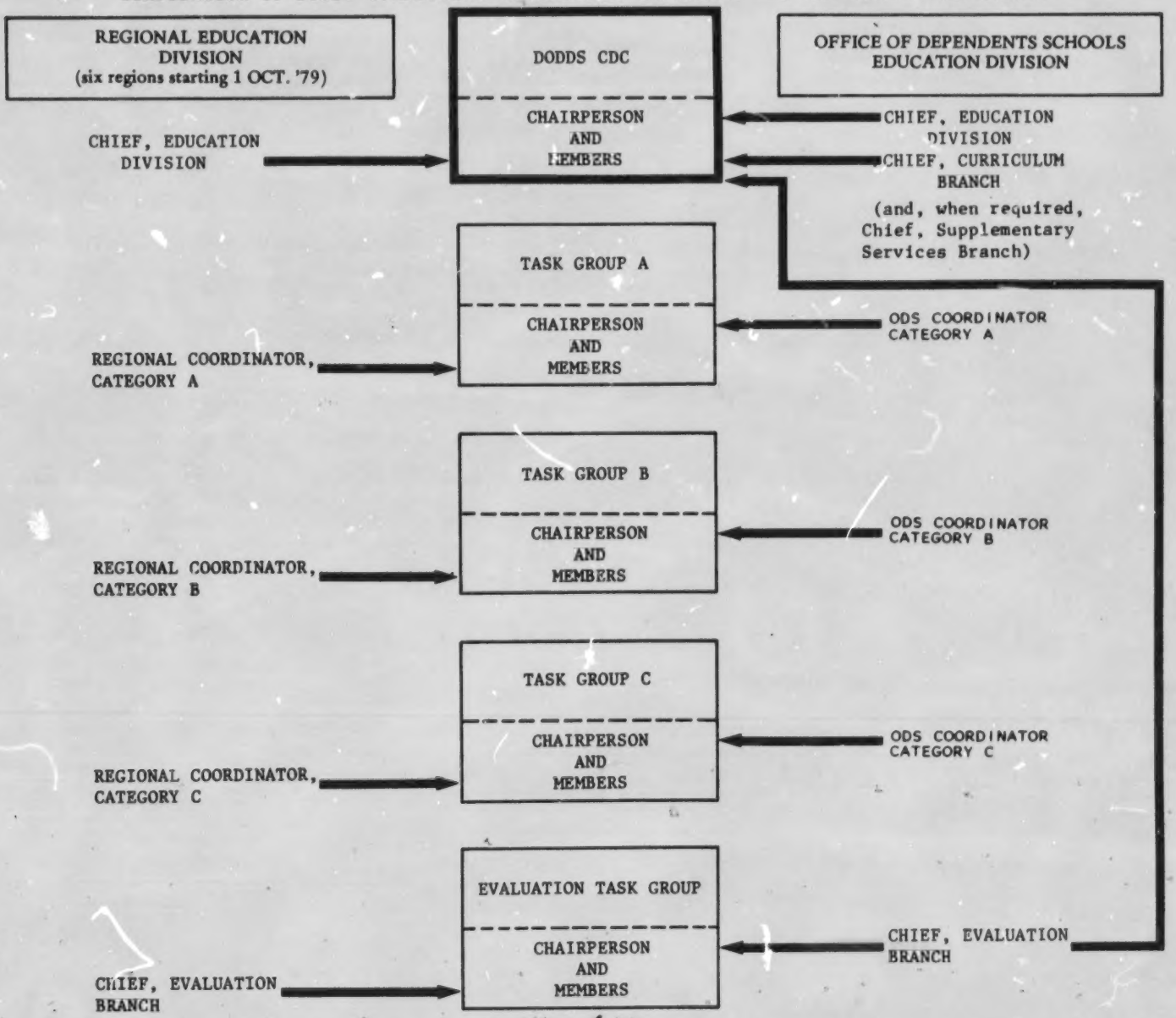


CHART 3

COMPOSITION OF DODDS CURRICULUM DEVELOPMENT COMMITTEE AND THE DODDS TASK GROUPS

The DoDDS Curriculum Development Committee consists of the chiefs of the Education Division in the regions and ODS plus the ODS chiefs of the Evaluation and Curriculum branches. The committee is chaired by the Chief of the Education Division, ODS. (See Chart 3.) When required, because of the subject area under review, the ODS Supplementary Services Branch chief will serve as a member of the DoDDS CDC. Regional directors have the authority to make substitutions for representatives for their region.

Each task group is composed of the coordinator from each region for the category being reviewed. The chairperson is the corresponding coordinator at the ODS level. (See Chart 3.)

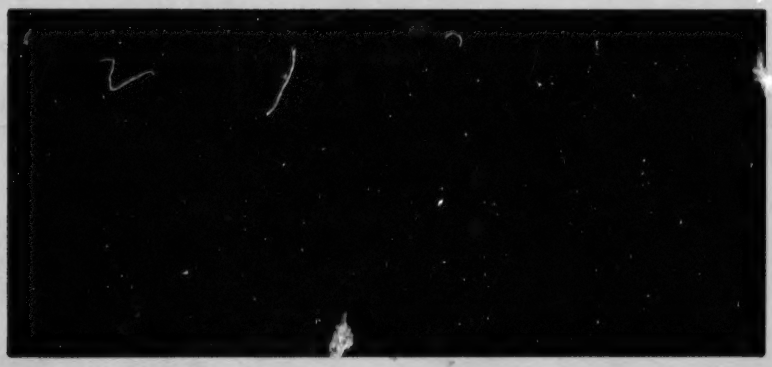
The task groups make recommendations to the DoDDS CDC for review and possible modifications. The CDC will coordinate with the ODS logistics, fiscal, and personnel division chiefs on recommendations as appropriate. The DoDDS CDC in turn will make recommendations to the Director, DoDDS, for approval or disapproval. Upon approval by the Director, DoDDS, the recommendations become policy.

DESCRIPTION

DESCRIPTION OF CURRICULUM REVIEW TASKS

The purpose of this section is to provide guidance for DoDDS personnel in accomplishing the tasks associated with the Five-Year Curriculum Development Plan.

Chart 4 outlines the various activities that occur during each of the 5 years of the cycle. The tasks or activities are divided into five general areas, as shown in the outline:



The pages immediately following expand upon the outline. The text is arranged in a year-by-year format, with each of the five general areas discussed in terms of the first year activities, then proceeding to the activities associated with the following year. Reporting requirements are summarized in Chart 5, "Reports to the DODDS CDC Based on Five-Year Curriculum Development Plan."

Three topics developed in the remainder of this document which require close coordination to ensure similarity with educational programs within the United States are as follows:

1. Guidelines for Preparing General, Program, and Instructional Objectives

2. Sample Letter; Invitation to Submit Textbooks and Related Materials for Formal Review

3. Criteria for Selection or Development of Instructional Texts and Materials

DODDS FIVE-YEAR CURRICULUM DEVELOPMENT PLAN
FIVE-YEAR SEQUENCE OF ACTIVITIES FOR EACH INSTRUCTIONAL (SUPPORT SERVICES) CATEGORY

YEAR	OBJECTIVES (FUNCTIONS)	INSTRUCTIONAL ALTERNATIVES (PROCEDURAL)	INSTRUCTIONAL MATERIALS (SUPPORT MATERIALS)	IN-SERVICE EDUCATION	EVALUATION
ENTRY YEAR YEAR 1	Note objectives (functions) which should be revised, deleted or added as a result of the evaluation program. Develop, revise systemwide scope and sequence of program, instructional objectives by level. Publish separate list of minimum essential objectives. Finalize draft objectives publications. Develop, revise statement of processes or procedures which interrelate functions, as appropriate.	Identify which processes (procedures) are or should be employed. Note the need for unique management support activities implied by each of the materials under review. Prepare regional and DoDDS report of recommendations.	Survey inadequacies and strengths of current materials Establish review criteria and review procedures. Send publishers copy of objectives (functions), priorities, review criteria, and review procedures. Conduct formal review, in regions. Publish DoDDS listing of essential texts and program materials for piloting. Order pilot materials.	Provide in-service on objective (function) and CRT writing, formal review, as required. Provide in-service on design, implementation, and evaluation of pilot programs and materials for regional representatives, as required.	Provide analysis and interpretation of worldwide evaluation. Conduct review of worldwide evaluation instruments. Design procedures for piloting instructional materials. Select instrumentation for pilots. Monitor revision of DoDDS objectives.
YEAR 2	Determine extent to which pilot materials facilitate achievement of DoDDS objectives (functions).	Identify processes or procedures which are most successful in programs being piloted in terms of learner characteristics and teaching styles. Note processes, (procedures) or content which might require in-service education. Note management support activities essential to pilot implementation. Prepare report to DoDDS CDC.	Conduct year-long piloting of new materials in regions, funded by headquarters DoDDS. Publish adopted instructional materials list as a DS Manual. Inform publishers of pilot results, plans by region. DoDDS negotiate level of in-service support and price of materials with publishers.	Provide in-service for personnel conducting pilot, as required. Provide in-service education on the need to infuse interdisciplinary perspectives into disciplines or support services, as required. Provide in-service education on CRT and evaluation development and validation, as required.	Monitor development of test specifications. Conduct implementation evaluation of pilots. Develop a decision matrix for using pilot results. Report on results of pilot test of new materials.
YEAR 3	Check objectives (functions) for appropriate inclusion of interdisciplinary areas (commitments), in regions.	Develop or revise guides incorporating examples of instructional alternatives (alternatives (alternative procedures) necessary to achieve objectives (functions) and highlighting essential support activities. Identify processes which would facilitate achievement of interdisciplinary perspectives. Arrange for in-service orientation.	Publishers provide review materials to schools, as applicable. Schools make selections, if alternatives provided. New texts and materials funded by headquarters DoDDS requisitioned by regions. Identify supplementary materials as possible support elements to interdisciplinary aspects.	Provide in-service education for implementation of new materials, as required. Provide in-service education on the local use of a criterion-referenced evaluation program. Prepare report to DoDDS CDC about activities with participant summary evaluations.	Monitor the designs for implementing selected curricular materials. Monitor the expansion and development of test specifications and item pools. Formative evaluation of curriculum guides. Assist in preparation of in-service education report.
YEAR 4		Note problems in the use of new materials if major changes in instructional or procedural alternatives. Revise guides on the basis of feedback for use. Prepare report to DoDDS CDC.	Materials are implemented. Review and requisition basic materials necessary to support interdisciplinary perspectives. Prepare report to DoDDS CDC.	Provide additional in-service education for implementation of new materials, as required, and guides.	Monitor the implementation of selected instructional materials.
YEAR 5 (PRE-ENTRY YEAR)	Review scope and sequence requirements for program, instructional objectives, in regions. Review objectives in terms of minimum essentiality, in regions. Review statement of functions, in regions. Regional exchange of objectives, scope and sequence, and minimum essential objectives.	Locate and review successful instructional or procedural alternatives in the regions and U.S. schools. Prepare report of findings. Note problems in the use of new instructional alternatives (alternative procedures) designed to support interdisciplinary perspectives.	Continue implementation and program development. Implement use of interdisciplinary support materials.	Provide in-service education to participants of the new development cycle as required.	Conduct joint review of evaluation activities and results. Conduct implementation evaluation. Develop reporting and dissemination procedures. Monitor item and test development process. Conduct evaluation orientation for regional personnel. Develop recommendations for program improvement based upon worldwide evaluation program and other evaluative sources.

CURRICULUM

OBJECTIVES

YEAR 1

DODDS CURRICULUM DEVELOPMENT CYCLE

Objectives (Functions)

Year One

(Entry Year)

Although the "first year" is the school year during which the formal review of the curriculum category begins, some preliminary work must start during the prior year (year five of the previous cycle).

Early in year five of the previous cycle, prior to the September meeting, the ODS curriculum coordinator will provide specific guidelines for the regions to assure that objectives are compiled, revised, added, or deleted. These objectives are exchanged among the regions by mail during January. Based upon the exchange, further modification should occur in each region and the results handcarried by each regional coordinator to the September meeting. The first meeting at the ODS level occurs in September.

The first task at the September meeting is to compile a single draft document of objectives that reflect a system-wide point of view. This document will comprehensively define the curriculum category in terms of:

General Objectives
Program Objectives
Instructional Objectives (representative samples)

The second task is to develop or revise a scope and sequence document. The scope and sequence reflects the program objectives and instructional objectives by grade level.

The third and final task is to publish a separate list of objectives that are considered to be those which students must achieve: In other words, "minimum essential" objectives.

The three documents just described will be published in draft form by the ODS coordinator and sent to the regions after review by the DoDDS CDC. The regional coordinators will assure that a broad-based regional review takes place. They will be prepared to present proposed revisions to the draft in a second meeting at the ODS. The meeting will be

held during the spring of the first year. The major part of the spring meeting is devoted to other aspects of the cycle, but the "objective review" is a vital part.

Summary:

1. Prior year, early in year: Instructions from ODS to regions.

2. January, prior to start of year one: Objectives exchanged by mail among regions.

3. Year one starts in September: Meeting of regions and DoDDS CDC:

   a. General Objectives
      Program Objectives
      Sample Instructional Objectives

   b. Scope and Sequence

   c. List of Minimum Essential Objectives

4. October through spring: Regional review of the products.

5. Spring meeting: Meeting of DoDDS and regional coordinators.

Product: Revised products from September meeting and copies of finished product for publication submitted to DoDDS CDC for review and concurrence.

Year Two

YEAR 2

Objectives:

At this point in the cycle, pilot programs will have begun in the regions. Coordinators and teachers will have had some experience with the objectives that were developed during the first year. There are two tasks associated with objectives during the second year.

The first task for coordinators is to continue working with teachers and evaluation personnel in the future development of instructional objectives, a task that was begun during the first year. The entire "objective package" should also be examined for adequate coverage of all aspects of the discipline.

The second task is to determine the extent to which pilot materials facilitate the achievement of the stated DoDDS objectives. This factor is critical in the evaluation of the pilot programs. The "objectives" section of the form, "Criteria for Evaluation of Essential Texts and Materials," which is used in the review of all basic instructional materials should be discussed in relation to the subject matter.

Year Three

Objectives:

During the third year, the objectives that have been developed will have played a major role in the material review, the pilot program evaluation and material review, and the pilot program evaluation and material selection. They will also be the determining factor in the development of criterion-referenced testing (CRT) instruments.

Yet another factor must be considered during this year of the cycle. To achieve the stated purposes and goals of the DoDDS system, the objectives of all curriculum categories must reflect the interdisciplinary aspects of the curriculum. During this year, the objectives must be reviewed to assure that appropriate interdisciplinary learning is included.

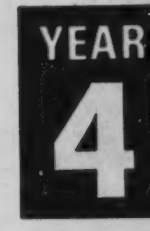
YEAR 3

Year Four

Objectives:

The worldwide CRT program is emphasized during this year. The objectives package, of course, is the basis of these tests.

No further refinement of the objectives is required during year four.



Objectives (Functions)

Year Five

(Pre-entry Year)

Objectives:

The final year of the cycle is a preparation year for the first year of the new cycle. By this time, new programs will have been implemented and evaluated. A host of data will be available to assist in the review of the objectives.

Early in the school year, the ODS curriculum coordinator will provide specific guidelines regarding the revision of the entire objectives package. The scope and sequence, the program and instructional objectives, and the list of minimum essential objectives will be reviewed in each region. Each region will share with other regions proposed revisions during January. The results of the regional reviews will be presented by the regional representatives at the first meeting of the new review cycle.

Groups working at the ODS level must accomplish the following:

1. Examine all objectives submitted by the regions.
2. Discard duplicate objectives.
3. Correct errors, in classification of objectives.
4. Edit remaining objectives for consistency of expression.
5. Assure that all elements of the curriculum category are represented by the objectives.
6. Assure that higher levels of learning are indicated in appropriate objectives.

GUIDELINES FOR THE PREPARATION OF GENERAL, PROGRAM, AND INSTRUCTIONAL OBJECTIVES

Clear and concise objectives serve a number of purposes. Their primary function is to indicate the student performance that is desired as a result of instruction. Their careful formulation permits greater precision in the selection of educational materials, learning experiences, and appropriate assessment devices. They provide direction for school staffs and clearly convey instructional intent to students. Educational objectives are indeed the foundation of any curriculum development system.

During the past few years, a large number of DoDDS personnel, as well as community members and students, have worked to establish the theoretical and practical framework that is necessary to assure that a comprehensive curriculum is functioning in our schools.

That framework is found in the DoDDS publication "Educational Philosophy Statement and General Objectives."

The publication must be used as the basic reference in preparing general, program, and instructional objectives for each curriculum category. The statements contained therein provide the "umbrella" under which all objectives must be placed.

The framework may be considered in a hierarchical sense. At the top, and in the broadest terms, are statements of mission and of philosophy. Based on those statements, five purposes of our school system have been identified. These 5 purposes are more specifically defined in terms of 10 goals:

Purpose	Goals
Personal Competency	Mental Health Physical Health Aesthetics
Social Competency	Ethics Social Interaction
Vocational Competency	Career Education
Environmental Competency	Manmade Environments Natural Environments
Learning Competency	Basic Skills Learning Skills

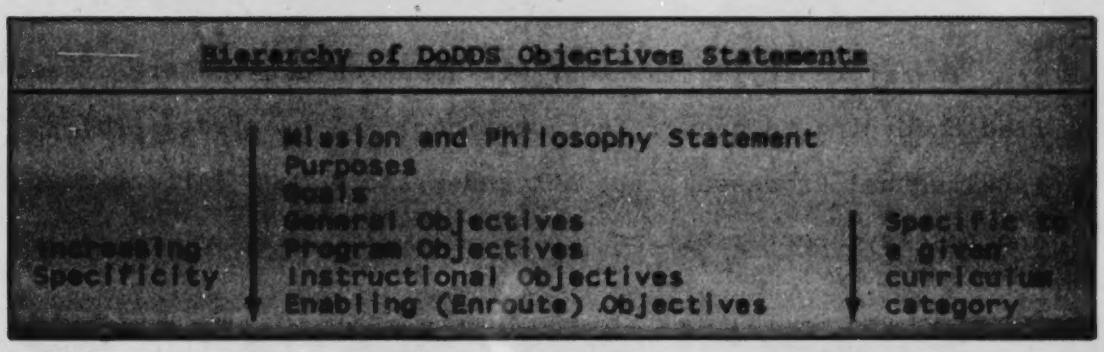
Thus far, the hierarchy is specific to the school system as a whole, but not to a given curriculum category or discipline.

More specific "General Objectives" are the next level in the hierarchy. These objectives are specific to a given curriculum category and must define completely that curriculum category. Each general objective must relate to one or more stated goals.

Two more levels of objectives, "Program Objectives and Instructional Objectives," complete the set of objectives that are developed and coordinated systemwide. Enabling or enroute objectives are developed by individual teachers or schools.

Program objectives define the program elements in specific terms. They identify discrete areas of learning within a discipline which must be addressed in the teaching-learning process.

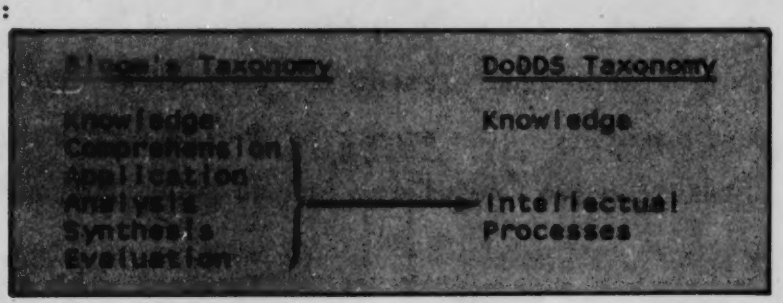
Instructional objectives are stated in measurable terms. Each relates to a specific program objective and may be used to measure the degree to which a student has achieved the program objective.



The program objectives package in a given curriculum category is the criterion upon which program evaluation is based. When assessing a given educational program, the program objectives are the referent; hence, the term "Criterion-Referenced Testing." The CRT items will answer the question, "To what degree are the program objectives being achieved by students?"

All general, program, and instructional objectives are classified according to one of three accepted taxonomies of learning: Cognitive, affective, and psychomotor skills.

To provide a manageable system, the cognitive domain, as developed by Bloom, has been consolidated into two categories:



Therefore, by definition, all DoDDS objectives are classified according to one of four domains: (a) Knowledge, (b) Intellectual Processes, (c) Attitudes and Values (Affective), and (d) Psychomotor Skills.

To assure that adequate communication occurs throughout the DoDDS system, some general rules must be followed during the process of developing objectives:

General Objectives

1. Limited number, but must adequately define the curriculum category (discipline).

2. Classified as one of the stated DoDDS purposes. (The complete set must address all five purposes.)

3. Classified into one of the four learning domains. (The set must include all four domains.)

Program Objectives

1. Relate to a stated general objective.

2. Define a program element in terms of student learning. The set must identify all elements of the curriculum category.

3. Classified as one of the stated DoDDS purposes.

4. Classified as one of the four learning domains.
5. Classified as applicable to one or more grade-level bands: K-3, 4-6, 7-9, and 10-12.

Instructional Objectives

1. Relate to a given program objective.
2. Are stated in terms of observable student behavior.
3. Are classified as one of the four learning domains.
4. Should not be of a higher level than the program objective to which it relates.
5. Are classified as applicable to one or more grade level bands: K-3, 4-6, 7-9, and 10-12.

Functions

The preceding narrative has described the development and use of the DoDDS objectives system. The system has one unique characteristic: Each statement is based upon student learning. Each objective must be preceded by the phrase, "As a result of instruction, the student will. . . ." The system, therefore, places the emphasis totally on the impact of instruction in terms of student learning.

Another aspect of the educational process must, however, be addressed. The professional staff in the DoDDS system is frequently involved in activities which are not directly instructional, but support student learning. These activities are most obvious when one examines media services, PPS services, and special education. These staffs, while involved to a large extent in teaching activities, nevertheless, have important duties related to providing a service to other staff members, to students, and to the community. In other words, they have functions that are not related directly to instruction, but support student learning.

In the DoDDS system, the term "objective" has been reserved for those statements specifically addressing student learning. The term "function" is reserved for those statements reflecting activities that pertain to providing a service. With this distinction, it becomes possible to keep the hierarchy of "objectives" intact and establish a parallel hierarchy of "function" that will allow statements, with varying degrees of specificity, to be written. The parallel strands, therefore, are:

General Objective	General Function
Program Objective	Program Function
Instructional Objective	Specific Function
Enabling Objective	Subfunction

ALTERNATIVES

INSTRUCTIONAL (PROCEDURAL) ALTERNATIVES

Introduction

Instructional alternatives or procedural alternatives include teaching methods, classroom organization, the management aspects of an instructional program, and the management of the school resource functions that involve placement and scheduling of students for instructional purposes. Some examples would be the use of individualized instructional materials and techniques, the interest center approach, peer tutoring, the choice of placement for a handicapped student, such as mainstreaming, the use of small and large group instruction, and simulation of work-study arrangements. The task group should review and consider a wide range of instructional and procedural alternatives.

Instructional (Procedural) Alternatives

Year One

(Entry Year)

1. The curriculum task group, in its first meeting, will identify successful instructional or procedural alternatives which should be recommended for use. The reports prepared in the preyear will serve as a basis for formal review and assist in the formal material review process. The instructional methods section of the form, "Criteria for Evaluation of Essential Texts and Materials," which is used in the review of all basic instructional materials, should be discussed in relation to the subject matter. If instructional methods are significant to the teaching and learning of the subject matter, greater numerical weight should be given to this section of the form.

2. The task group will consolidate information on significant instructional or procedural alternatives and prepare a written summarization of its recommendations for presentation to the DoDDS CDC.

Year Two

YEAR 2

1. Regional curriculum specialists will publish letters and guidelines for the installation of pilots in selected sites.

2. Regional curriculum specialists will make appropriate arrangements for in-service at selected school pilot locations.

3. Regional curriculum specialists will prepare written summarizations of significant program improvements, noting essential management support activities. Their summaries should be forwarded to the corresponding ODS curriculum specialist for transmittal to the DoDDS CDC by May of each year.

Year Three

1. Regional curriculum specialists will publish letters, draft guidelines, and draft manuals concerning new adoptions, as required. Essential support activities needed should be highlighted.

2. In-service should be provided prior to the installation of new materials, as required. Regional curriculum specialists will arrange for appropriate in-service orientations for teachers who will be using newly adopted materials in order to build an awareness of instructional or procedural alternatives.

YEAR 3

3. Regional curriculum specialists, through existing curriculum review processes, will identify regional instructional priorities including processes which would facilitate achievement of interdisciplinary perspectives and formulate plans for improving existing practices.

Year Four

1. Regional curriculum specialists will publish priority interests in instructional and procedural alternatives which clearly indicate those practices which are considered to be highly desirable and well suited to the achievement of instructional objectives. Problems should be noted that are related to the use of new materials, especially if a major change is required in instructional or procedural alternatives.

2. Regional curriculum specialists will make appropriate plans to complete in-service related to new adoptions of materials as well as orientations for interdisciplinary perspectives.

3. Regional curriculum specialists will revise guides or manuals on the basis of feedback from use and finalize and publish them for distribution to school faculties.

4. Regional curriculum specialists will prepare written summarizations of significant program improvements and accomplishments. These reports should be forwarded to the corresponding ODS curriculum specialist for submission to the DoDDS CDC.

YEAR 4

Instructional (Procedural) Alternatives

Year Five

(Pre-entry Year)

1. Tasks during the year preceding the formal review should focus on locating and reviewing successful instructional or procedural alternatives. Instructional or procedural alternatives reviewed should be those that are in use within the DoDDS as well as those found in the U.S. school systems.

2. Written reports of the findings will be prepared which reflect student achievement, educational setting, teacher competency, community acceptance, and degree of compatibility with DoDDS objectives. The regional curriculum specialists will present written reports to their respective DoDDS curriculum specialists that summarize successful instructional or procedural alternatives in practice within their regions. The regional reports may be reviewed by the regional CDC. The ODS curriculum coordinator will prepare a report focusing on instructional or procedural alternatives that U.S. school systems find successful. The ODE curriculum coordinator has the responsibility for the exchange and sharing of all written reports on this topic among the regions. Reports should be exchanged prior to the first meeting of the curriculum task group.

YEAR 5

3. Problems should be noted in the use of new instructional alternatives (alternative procedures) designed to support interdisciplinary perspectives.

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MATERIALS

YEAR 1

INSTRUCTIONAL (SUPPORT) MATERIALS

Year One

(Entry Year)

1. Survey inadequacies and strengths of current program.

Prior to the fall task force group meeting, the regional and headquarters DoDDS personnel are responsible for analyzing the worldwide test results to determine areas of strengths and weaknesses in the existing curriculum. An attempt will be made to determine whether the instructional materials contribute to any noted deficiencies or strengths. Other appropriate evaluation data will be used to determine the adequacy of existing materials in terms of accomplishing stated objectives.

2. Establish review criteria and procedures.

Due to the ever-increasing number of instructional materials available, the formal review procedures must be extended and refined. The task force group meeting in the fall should translate specific desired characteristics or criteria into appraisal forms. By using forms such as questionnaires, checklists or rating scales, the systematic recording, collection, and analysis of the most useful data can be promoted.

Selection criteria for instructional material should include: (a) degree of correlation of material to DoDDS goals and objectives, (b) flexibility of materials in meeting learning and teaching needs, (c) motivational potential, (d) recency of copyright date, (e) fair and equal treatment of minorities and women, and (f) cost.

These selection criteria may be included in a form or category checklist. A suggested form is included as Form A.

Since categories vary in importance, a weighting procedure is recommended in determining the final rating. This procedure will assist the committee in determining the relative importance of the individual categories. The technique involves multiplying the rating of each item by its assigned weight. The sum of this product for each category produces the total effectiveness which can be used to compare similar vendor products. (See page 9 of Form B for a sample procedure.)

3. Send publishers a copy of objectives (functions), priorities, review criteria, and review procedures.

The task group, during the fall meeting, will identify objectives (functions), priorities, review criteria, and review procedures for publishers in a formal letter of

invitation to submit materials for review. (See Form C.) It is not necessary to have an open invitation to all publishers to submit materials; however, as a minimum, a representive sample of publishers must be invited. It is desirable for committee members to identify, prior to the meeting, publishers that market materials which meet DoDDS established criteria for use. This will save valuable committee time and ensure that the best products available are reviewed.

Publishers will be requested to provide material for review free of charge with no obligation to the U.S. Government for purchase.

4. Conduct formal review in the regions.

During the fall task force group meeting, plans will be developed to initiate the formal review process, which will involve review committees in all regions. The purpose of such a review is to determine which new or current materials best meet comprehensive criteria established for use within DoDDS and to avoid costly pilot testing of a large number of texts and materials.

The person representing each region in each category being studied is responsible for establishing Formal Material Review Committees in the region.

The number of committees established should depend upon the number of grade levels, courses, and essential texts and materials identified for review. By utilizing several committees, individual committee workloads can be reduced, and a larger number of locations within the regions can be represented.

Committee membership should consist primarily of teachers, although students, parents, administrators, and the military community should be represented also. Participation by interested noneducators provides not only additional, helpful points of view, but also increases the work potential of the committee.

The committee chairperson should provide appropriate orientation training for the membership to insure effective accomplishment of various responsibilities. Such training should include practice exercises with the questionnaires and checklists, using instructional materials of the type to be reviewed. Throughout the committee process, all participants should exercise a commitment to objectivity and recognize the importance of the established DoDDS curriculum

objectives as criteria for decisionmaking. They should be aware that they represent a large number of interested persons not present on the committee.

5. Publish DoDDS listing of essential texts and program materials for piloting.

During the spring task group meeting, the results of the regional formal review will be consolidated in a ranking order to determine the materials which will be piloted worldwide. A listing of the materials chosen for pilots will be published and sent to the DoDDS CDC for review. After DoDDS CDC concurrence and ODS approval, the listing should be sent to participating publishers and regional offices.

6. Order pilot materials.

Pilot materials will be ordered during the spring task group meeting and funded by headquarters DoDDS after ODS approval of funding requests prepared by the task group. Regional representatives should bring a list of pilot schools to the meeting to facilitate the ordering process.

Year Two

1. Conduct year-long pilot of new materials in regions, funded by headquarters DoDDS.

YEAR 2

The most important information possible regarding ultimate adoption of instructional materials is that which identifies the effectiveness as demonstrated by classroom use in DoDDS. In order to make this determination, a limited number of programs receiving the highest DoDDS ratings during the formal review process should be piloted.

The pilot design will be on a year-long, DoDDS-wide basis. To the extent possible, each region will be involved in part of the pilot design. Normally, one region will not pilot a product for the other regions.

Classrooms, not students, are the units of measurement for pilot purposes. It is recommended that a sample of from four to six classroom population represent each program under pilot.

Pretesting of pilot students should be accomplished prior to instruction. This is necessary to (a) determine their preinstructional level of mastery, and (b) to determine the equivalence or nonequivalence of the groups.

Valid, reliable, objective-referenced evaluation devices should be used that measure cognitive, affective, and psychomotor areas.

Also, pilot implementation evaluation should be conducted. At the same time, it is valuable to look at process dimensions of instruction. It is possible that two programs could have the same cognitive impact on students, but that one of the two has processes which are felt to be more educationally defensible or desirable.

In order to determine student gains, a posttest will be administered using the same devices used in the pretest. Post instructional opinionnaires should be administered to determine student and teacher attitudes towards the pilot materials. Factors such as legibility, age appropriateness, scope and sequence, durability, and quality of support materials could be included in the opinionnaire.

A two-dimensional decision matrix can be used to assist in making the final program choice. The process is similar to that used in the final evaluation in the material review. (See Form A.)

2. Publish adopted instructional materials list as a DS Manual.

Based upon the pilot evaluation, a final listing of the essential texts and materials that can be purchased with appropriated funds will be published as a DS manual after review by the DoDDS CDC and ODS approval. Regions have the option of implementing one or more of the listed programs.

3. Inform publishers of pilot results and plans by region.

The essential texts and materials listing, along with implementation plans by the regions, will be sent to all publishers who submitted material for review. This will allow publishers the opportunity to commit resources to support the program implementation.

4. ODS negotiate level of in-service support and price of materials with publishers.

During the pilot year, the ODS coordinator will negotiate with the publishers the level of in-service support the publisher will provide if their materials are adopted.

Generally, publishers can be expected, as a maximum, to provide in-service training free of charge during the implementation of their materials and one follow-up visit in subsequent years. (See sample Form D.)

The price of the original materials during the adoption cycle can also be negotiated. All commitments made by the publishers will be communicated by the ODS coordinator to the contracting officer, DGSC, Richmond, Virginia, prior to the initiation of the purchase orders.

Year Three

When a region has made the decision to implement more than one program named on the essential texts and materials list, it will request publishers to supply sample texts and materials to schools to aid them in making their final selection. School complexes are encouraged to select similar programs. This will facilitate support of the programs in terms of in-service training and resupply of expendable materials. Orientation to new program materials should be accomplished through in-service before student use of the instructional materials.

YEAR 3

Purchase orders for materials to be implemented will be prepared in a timely manner so that materials will be in schools prior to the start of the next school year. The funding for the selected essential texts and materials will be provided by ODS.

The curriculum coordinators will identify supplementary materials as possible support elements to interdisciplinary aspects. This information will be submitted to the DoDDS coordinator for collation, who in turn will submit a report to the DoDDS CDC of the material requirements and estimated funds needed by each region.

Year Four

For reasons of economy, it may be desirable to phase the new materials into the schools over a period of 2 years rather than to attempt a complete replacement. In schools where new materials are being added, the old materials should be withdrawn and used for maintenance of existing programs. This will guarantee maximum utilization of educational materials and keep implementation costs down.

After implementation of the basic program, regional and headquarters DoDDS personnel will review and requisition basic materials necessary for support of assigned interdisciplinary responsibilities. This activity will be coordinated by the chairperson of the task force, but it will not require a special meeting of all members. One or more regions may be assigned the responsibility of conducting a formal review of essential interdisciplinary materials for DoDDS.

YEAR 4

Instructional (Support) Materials

Year Five

(Pre-entry Year)

Implementation of basic texts and materials will continue with an attempt to accomplish complete replacement.

Interdisciplinary support materials will be implemented as required.

YEAR 5

IN-SERVICE

IN-SERVICE EDUCATION

Year One

(Entry Year)

1. Provide in-service on objective, function, or criterion-referenced test (CRT) writing; formal review, as required.

a. The task group coordinator for ODS and each region must insure that each participant:

(1) Receives written guidelines and explanations of specific responsibilities prior to the initial regional task group planning meeting.

(2) Receives, on the basis of assessed needs, training necessary to accomplish specific tasks. As applicable, careful attention should be given to critical areas, such as: (a) selecting, writing, or modifying objectives or functions, (b) selecting, generating, or modifying CRT devices, (c) determining minimum essential criteria for the category under review and development, and (d) applying specific criteria for conducting a formal review of essential texts/materials and services. Staff development activities are usually provided early during the initial meeting of the regional task group.

2. Provide in-service on design, implementation, and evaluation of pilot programs and materials for regional representatives, as required.

a. The Education Division chief for ODS and each region should insure that each headquarters and regional task group coordinator:

(1) Possesses necessary skills to design, implement, and evaluate pilot programs which will be implemented as a major portion of year two activities. Required training should be provided by regional or ODS personnel, as available.

(2) Designs the complete pilot program for year two activities. Any plans for school-level in-service orientation for pilot programs should be scheduled in the report to the DoDDS CDC regarding list of materials chosen for piloting.

Year Two

YEAR 2

1. Provide in-service for personnel conducting pilots, as required.

a. ODS and regional task group coordinators should insure that participants in local pilot programs:

(1) Receive training in all regional pilot process requirements as required. This might include elements such as: (a) general knowledge of the entire piloting process and rationale, (b) sequential reportage requirements, (c) administration of the evaluation components, and (d) uniform interactions with publisher representatives.

(2) Receive in-service instruction regarding new instructional concepts, processes, or content unique to the program being piloted. This training is frequently provided by publisher consultants. Employment of such services, however, should be uniform for all publishers of pilot programs for a designated area of study.

2. Provide in-service education on CRT and evaluation development and validation, as required.

a. ODS and regional task group coordinators should insure participants in the regional evaluation development program:

(1) Understand their role and possess appropriate skills to meet their responsibilities as members of a test specification project.

(2) Understand their responsibilities and possess appropriate skills in the prototype and field testing program.

3. Provide in-service education on the need to infuse interdisciplinary perspectives into disciplines or support services, as required.

a. The Education Division chief for ODS and each region should insure that each ODS and regional task group coordinator:

(1) Understands the rationale and requirements to provide interdisciplinary perspectives in selected priority areas such as: (a) drug education, (b) multiethnic studies, (c) intercultural education, (d) career awareness, (e) mental health, (f) interpersonal skills, (g) moral development, (h) compensatory education, (i) English as a second language, and (j) early childhood education.

(2) Plans a program for infusing priority interdisciplinary perspectives into applicable disciplines. That program should include all aspects of a total instructional system: (a) objectives, (b) instructional alternatives, (c) instructional materials, (d) implementation, (e) evaluation, and (f) in-service education.

Year Three

1. Provide in-service for implementation of new materials, as required.

a. The task group coordinator for ODS and each region should insure that local educators:

(1) Identify assessed needs regarding in-service training prior to incorporation of new programs or services in the following year.

(2) Receive training in new programs and services, on a priority basis, to the extent feasible or possible. Commitments made by publishers at the time of formal review should be employed to effect as much of this training as is necessary or possible.

YEAR 3

2. Provide in-service education on the local use of a criterion-referenced evaluation program.

a. The Education Division chief for ODS and each region should insure:

(1) General understanding of the rationale and processes associated with the use of criterion-referenced testing in the local school program by above-school and school personnel.

b. The task group coordinator for ODS and each region should insure that local educators:

(1) Understand evaluation programs available for their use in a specific discipline or interdisciplinary area of study.

(2) Incorporate use of available evaluation programs in the process of improving instruction.

(3) Cooperate with any limited ODS or regional administration or reportage requirements regarding the use of CRT instruments or processes.

3. The task group coordinator for ODS should prepare a brief informational report for the DoDDS CDC of in-service education activities related to the Five-Year Curriculum Development Plan that includes:

a. A description of systemwide in-service education programs conducted for regional and school staff and a summary of participant evaluation feedback.

b. A description of regional in-service education programs related to needs identified during the curriculum program review, giving a summary of participant evaluation feedback of the course or workshop. Also, a summary of in-service provided for implementation of new materials should be included along with recommendations if problems were noted.

c. A description of interdisciplinary in-service activities that took place during the year two emphasis on infusing interdisciplinary perspectives into applicable subject matter disciplines.

Year Four

1. Provide additional in-service education for implementation of new materials, as required.

a. The task group coordinator for ODS and each region should:

(1) Insure early completion of additional in-service requirements to support proper implementation of new programs or guides.

(2) Facilitate local understanding of and cooperation with implementation evaluation requirements associated with the incorporation of new programs.

YEAR 4

In-service Education

Year Five

(Pre-entry Year)

1. Provide in-service education to participants of the new development cycle, as required.

a. Members of the DoDDS CDC should review the in-service program operating during the current cycle. In addition to general recommendations for improvement, specific recommendations for improvement of the in-service program for the next cycle should evolve from this review and be sent to the task groups for action.

b. Members of the DoDDS CDC should discuss and identify specific in-service activities likely to be needed for the following year's program. Budget estimates for ODS and regional-level use should be prepared for the Fiscal Division at each appropriate level.

c. The Education Division chief for ODS and each region should insure that the Task Group coordinators for ODS and each region:

(1) Receive written guidelines, explanations, or training necessary to satisfy all responsibilities of such an assignment.

(2) Develop the criteria and procedures for selecting regional participants. If unique capabilities are required, selection criteria should include consideration of participant interest, commitment, and abilities.

EVALUATION

YEAR 1

Evaluation

Year One

(Entry Year)

1. Analyze and Interpret Worldwide Evaluation Results.

Analyze evaluation data resulting from the year five evaluation program. This would include an analysis of actual test results as well as (1) data relating to the levels of use, (2) teacher and pupil opinion, (3) cost, and (4) in-service participant evaluations. This data is provided the task group for use in the formal review process as a form of needs assessment.

2. Review Worldwide Evaluation Instruments.

The evaluation and curriculum coordinators will jointly conduct a thorough study of the test instruments used in the worldwide evaluation program. The purpose of the study is to determine the reliability and validity of the instruments as well as the appropriateness of the administration procedures. The study information received from the school-, regional-, and ODE-level staffs will provide suggestions which the curriculum task group can use in modifying or changing the instruments.

3. Design Pilot Procedures. The design of the entire piloting process is developed jointly by evaluation and curriculum coordinators which includes (1) the selection of the empirical design, (2) the sampling techniques and the data collection procedures to be used, (3) the data analysis techniques to be employed, and (4) a time frame within which the program will be managed. The curriculum task group will use this design to implement and monitor the use of the piloted instructional materials.

4. Select Instruments for Pilots.

As headquarters and regional curriculum coordinators identify testing needs, development and field-testing of instruments and their administration procedures will be undertaken. Items taken from the item pool developed under commercial contract will be used in most cases. Where items are not available, new test specifications will be written and in-house items developed to meet those specifications.

5. Monitor Revision of DoDDS Objectives.

A systematic review process will be developed for use by the curriculum task group when revising and changing DoDDS curriculum objectives. School-level review and comments

of DoDDS objectives will be incorporated into the finished objectives document. The review process will insure inclusion of objectives which are both measurable and written at the appropriate level of specificity.

Year Two

YEAR 2

1. Evaluation coordinators will provide appropriate training in test specification generation to the curriculum task group responsible for developing test specifications. Test specifications for the worldwide evaluation of curriculum objectives in grades 4, 8, and 11 will be developed, reviewed, and revised before providing them to a contractor with professional test development and experience in the summer of year two. Joint monitoring of test specifications will take place as the contractor develops the required tests.

2. The ways in which the pilot materials and procedures are actually being used in the classrooms will be monitored throughout the school year and compared to the planned implementation. Pilot testing of new materials will be completed during year two.

3. A decision matrix for using pilot test results of instructional materials should be developed jointly by the evaluation and curriculum coordinators.

4. The pilot test results gathered during year two should be summarized jointly by the evaluation and curriculum coordinators. The ODS curriculum coordinator for the task group pilot-testing new program materials has the responsibility for submitting the report to the DoDDS CDC. Regional curriculum coordinators have the responsibility of providing summary information to schools and the corresponding ODS curriculum coordinator regarding the results of pilot testing of new materials.

The pilot-test results will be a section of the report to the DoDDS CDC on selection of instructional materials. The report should explain how the pilot-test results were used in the final selection of instructional materials.

Year Three

1. The design for implementing selected curricular materials should be monitored. This process should include, at a minimum, a review of in-service, logistics, finance, and durability of materials which are associated with the design.

2. As test specifications expand, the test pools expand, providing items which can be used in additional testing situations. Curriculum coordinators should develop a process to monitor this expansion and development. This is necessary in order to insure currency and release of test items for multiple uses.

YEAR 3

3. Simple and quick (for school staff) formative evaluation procedures should be included when developing or reviewing curricular guides. As an example, a one-page evaluation sheet, included at the end of each curriculum guide or program document, could provide the evaluation and curriculum coordinators with an indication of its usability and practicality.

4. Evaluation coordinators will assist the curriculum coordinators in the preparation of the brief report of in-service activities related to the Five-Year Curriculum

Development Plan. Evaluation coordinators should be consulted specifically regarding the summary and interpretation of participant evaluation feedback of courses and workshops.

Year Four

1. Curriculum coordinators should monitor the implementation of selected instructional materials and guides. The development of a measurable design, which would insure the effective implementation of instructional materials and guides, should include the following factors: (1) the appropriateness and timeliness of delivery of materials to staff members; (2) the provision of in-service time to staff for explanation and clarification of selected materials; (3) collecting teacher feedback on such materials; and (4) providing this input back into the review of evaluation procedures.

YEAR 4

EVALUATION

Year Five
(Pre-entry Year)

1. The evaluation and curriculum coordinators should jointly review those evaluation procedures which have been in operation since the beginning of the cycle. Areas of strength and weakness of the evaluation scheme should be identified and modifications made to make the evaluation activities more effective and efficient. School-level evaluations conducted by the accrediting organization for DoDDS, high school departmental evaluations, and results of systemwide tests should be used to identify program strengths and weaknesses.

2. Examination should be made of how materials and processes were used and what problems have been identified relative to logistics, training, utility, acceptance, etc. The "level of use" of the program should be established through appropriate evaluative techniques. Regional curriculum coordinators, through onsite visits and needs assessment forms, should prepare recommendations for program improvement based upon evaluative data as well as observational information.

3. Procedures for the interpretation, reporting, and dissemination of data to be collected in the worldwide testing program will be developed jointly by the evaluation and curriculum coordinators. Types of data analysis to be used, report formats, and ways in which test information should be distributed should be agreed upon by ODE and regional-level coordinators before testing begins.

4. Test items, instructions, and report formats should be monitored by the evaluation and curriculum coordinators as they are received from the contractor. Test forms should be prepared by a professional contractor whenever possible with school-, regional-, and headquarter-level input on the content and format most appropriate for each particular grade level to be tested.

5. The Evaluation Branch administers the worldwide testing program. This includes the selection of sites, notification of schools as to testing dates, pretest instructions to staffs on administration requirements, distribution of tests, collection of completed tests, sending of answer sheets to contractor for scoring, and the disposition of test booklets and instructions after testing. The curriculum coordinators must work closely with the evaluation coordinators and school staffs in order to make appropriate interpretations

of test results. Written summaries of test results should be reviewed and utilized by curriculum coordinators when developing program recommendations.

6. Evaluation coordinators will provide an orientation regarding the evaluation components in the review cycle to those staffs who are assuming responsibility for a curriculum area for the first time. This overview should identify how and when evaluations are to be made, by whom, and with what tools. It should clarify the scope and sequence of the evaluation requirements and emphasize the importance of evaluation in sound decisionmaking.

CHART 5

REPORTS TO THE DODDS CDC BASED ON FIVE-YEAR CURRICULUM DEVELOPMENT PLAN

YEAR	OBJECTIVES (FUNCTIONS)	INSTRUCTIONAL (PROCEDURAL) ALTERNATIVES	INSTRUCTIONAL (SUPPORT) MATERIALS	IN-SERVICE EDUCATION	EVALUATION
YEAR 1	Task groups submit draft copies of (a) general, programs & sample instructional objectives, (b) scope and sequence, and (c) list of minimal essential objectives during the first meeting with DoDDS CDC. 2. Task groups submit finished copy which has incorporated regional school staff suggestions for revisions of 1. (a)-(c) above during the second meeting with the DoDDS CDC.	1. At the fall meeting, task groups submit summary of regional and U.S. findings and recommendations on alternatives to try in DoDDS.	1. Fall meeting with DoDDS CDC - task groups submit plans for initiating formal instructional material review with details of regional committees, forms, and questionnaires, and publishers to be notified. 2. Spring meeting with DoDDS CDC (a) task groups submit list of materials chosen for pilots for CDC concurrence and ODS approval prior to sending to publishers and regional offices; and (b) task groups submit funding request for pilot materials to DoDDS CDC for concurrence and ODS approval.		
YEAR 2		2. ODS coordinator submit report of pilot test result of alternatives used by schools in relation to new materials. Summary of program improvements noted or problems. Note essential management support activities.	3. ODS coordinator submit final listing of essential texts and materials (based upon pilot test results) that can be purchased with appropriated funds. Final listing to be published as a DS manual after DoDDS CDC review and ODS approval. Funding estimates for total implementation of new programs are provided to the DoDDS CDC by ODS coordinator.		1. ODS curriculum coordinator submit summary report of results of pilot testing of new materials as a new section of the report to the DoDDS CDC on final material selection. This section of the report should explain how pilot test results were used in the final selection of instructional materials.
YEAR 3				1. ODS coordinator submit brief report of in-service activities related to 5-year curriculum program review with summary of participant evaluative feedback of course or workshop.	
YEAR 4		3. ODS coordinator submit report of problems in use of new materials if major changes in instructional or procedural alternatives. Submit guidelines and manuals developed for school use and report on their impact.	4. Report from ODS coordinator only if task group conducted a formal review of essential interdisciplinary materials for students. Report should include estimated funds needed by each region.		
YEAR 5	ODS coodinator submits to DoDDS CDC an informational copy of the letter to regional coordinators initiating objectives development and exchange.				

BEST COPY AVAILABLE

FORMS

BASIC ☐

SUPPLEMENTAR ☐

RATING ☐

CRITERIA FOR EVALUATION OF ESSENTIAL TEXTS/MATERIALS

1. DESCRIPTIVE DATA

A. Course Title or Area of Consideration: _____

B. Student Grade Level:..... Other ☐ 6-8 ☐ 9-12 ☐

Reading Level:..... ☐

C. Producer Data:.....Title _____

Author _____

Publisher _____

Copyright/Date _____

D. Intended Duration of Material: 9 wks ☐ 18 wks ☐ year ☐ Other ☐

E. Additional Modified Facility Space Required:.....Yes ☐ No ☐

F. In-Service Requirements:.....Extensive ☐ Some ☐ None ☐

G. Recommended Distribution: _____

H. Initial Cost/Pupil/Program $_____ Maint Cost/Pupil/Program/Year $____

I. External Effectiveness Data (attach data and check below if available/ used):

Source	Availability		Utilized	
	yes	no	yes	no
Producer.....				
EPIE*.....				

Other Schools (list): _____

II. OBJECTIVES

A. Are general goals indicated?.....Yes ☐ No ☐

B. Are specific objectives provided for teachers use?..Yes ☐ No ☐

C. Attach A/B above if available.....Attached?...Yes ☐ No ☐

D. Review and attach publisher provided assessment of how well their materials support DoDDS objectives (if provided).....Attached?.Yes ☐ No ☐

E. Complete and attach appropriate objective form.

*Educational Products Information Exchange

F. On the scale below, after committee discussion of all data generated in this section, circle one of the six numbers that represents the committee's judgement of how well the materials would support DoDDS objectives.

Provides no support of objectives 1 2 3 4 5 6 Fully supports objectives

III. FAIR AND EQUAL TREATMENT OF MINORITIES AND WOMEN

A. Material is free of racial bias? Yes ☐ No ☐ Somewhat ☐

B. Material is free of ethnic bias? Yes ☐ No ☐ Somewhat ☐

C. Material is free of sex-role stereotyping? Yes ☐ No ☐ Somewhat ☐

D. Material is free of religious bias? Yes ☐ No ☐ Somewhat ☐

E. Material is free of job denigration? Yes ☐ No ☐ Somewhat ☐

F. On the scale below, after committee review of the above data, circle one of the six numbers that represents the committee's judgement of how well the materials would provide for fair and equal treatment of minorities and women.

Totally unfair and unequal 1 2 3 4 5 6 Fully fair and equal

IV. ORGANIZATION OF MATERIALS

A. Are the physical characteristics such as sound, color, general appearance, and data content appealing?

Excellent ☐ Good ☐ Fair ☐ Poor ☐

B. Is the scope of the content appropriate?.....Yes ☐ No ☐

C. If sequencing is essential, is the sequence of materials appropriate?.....Yes ☐ No ☐

D. Are extensive additional supplementary materials required?.....Yes ☐ No ☐

Other_____

E. Is the readability level appropriate for the intended level of use?.....Yes ☐ No ☐

Other_____

F. On the scale below, after committee discussion of the data generated by a review of criteria in this section, circle one of the six numbers indicating the degree of adequacy regarding the selection, scope and sequencing of content.

Totally Adequate 1 2 3 4 5 6 Fully Adequate

V. INSTRUCTIONAL METHODS

A. What modes of instruction are most frequently employed?

Lecture☐ Discussion☐ Programmed Instruction☐ Self/Assessment☐

Other _____

B. Does the instruction methods/materials require extensive pre-class preparation?.....Yes☐ No☐

Other _____

C. List technical manuals or teacher guides provided or available.

D. On the scale below, after committee discussion of the instructional methods implied or required, circle one of the six numbers indicating committee judgement of the suitability of those methods.

Totally Unsuitable 1 2 3 4 5 6 Fully Suitable

VI. EVALUATION

A. Are adequate test materials provided for student and teacher use?

Yes☐ No☐ Other _____

B. Do test items measure student achievement of indicated objectives?

Yes☐ No☐ Other _____

C. Are test items adequate for informing teachers of student progress?

Yes☐ No☐ Other _____

D. Has the producer provided information regarding test reliability and validity?

Yes☐ No☐ Other _____

E. Has the producer provided evidence of student involvement in formative evaluation employed in materials developed?

Yes☐ No☐ Other _____

F. On the scale below, after committee discussion of the evaluation components of the materials, circle one of the six numbers that indicates the adequacy of test materials and data.

Totally Inadequate 1 2 3 4 5 6 Fully Adequate

VII. TOTAL RATING

A. Write and attach a brief statement on how these materials compare with those currently being used or why they should be incorporated, if new:

B. On the scale below, after committee discussion of the overall potential effectiveness of these materials (sections II-IV), circle one of the six numbers indicating committee judgement of the degree of that effectiveness and record that number in the space provided on page 1.

Totally Ineffective 1 2 3 4 5 6 Fully Adequate

VIII. FORMAL REVIEW COMMITTEE MEMBERS

_____

_____

_____

_____

_____ _____ _____

Signature of Chairperson Date Location

FORM B

DOD DEPENDENTS SCHOOLS

ARTS & HUMANITIES

RATING

CRITERIA FOR EVALUATION OF ESSENTIAL TEXTS, MATERIALS AND PROGRAMS IN ART, MUSIC, AND HUMANITIES

1. DESCRIPTIVE DATA

A. Course Title or Area of Consideration:_____

B. Type of Material:

1. Circle: Text, Materials, Program

Film Filmstrip Slides Recording:____disc _____tape

Reproduction Transparency Chart Graph Map

Other_____

2. Check:____Sound____Color____B&W Length_____

3. Indicate type of package: Single item ☐ Set or Kit ☐

Number of Components_____

C. Student Grades, Levels, or Subject:_____

D. Producer Data:

Title_____

Author_____

Publisher_____

Copyright Date_____

E. Publisher's Intended Grade Span of Material:_____

F. Additional Space of Modified Facility Space Required: Yes ☐ No ☐

G. In-Service Requirements:.....Extensive ☐ Some ☐ None ☐

H. Recommended Distribution: ☐ One per student ☐ Number per Class

☐ Other Distribution

I. Initial Cost per Pupil of Program $_____

J. Maintenance Cost per Pupil, or Program, per Year $_____

K. External sources: Effectiveness Data (attach data and check items below).

	Available		Utilized	
	Yes	No	Yes	No
Producer.....				
EPIE*.....				

Other Schools (list): _____

_____

_____

_____

L. Internal Sources: Effectiveness Data (attach data and check items below):

1. DoDDS Learner Verification.....Yes ☐ No ☐

2. By Grade Levels.....Yes ☐ No ☐

3. Method "sed.. ☐ Testing ☐ In-service Training

☐ Discussion ☐ Other, List_____

4. DoDDS Teacher Verification:

☐ Testing ☐ In-Service Training ☐ Discussion

☐ Other, List_____

*EPIE Educational Products Information Exchange

II. OBJECTIVES

A. Are general objectives:

Apparent within the content.....Yes ☐ No ☐

Available for teacher use.....Yes ☐ No ☐

If available, attach.

B. Review and attach publisher provided assessment of how well their materials support DoDDS objectives (if provided, indicate).....Yes ☐ No ☐

C. Compatibility with General Objectives

2.1 Individual Ratings:

		LOW			HIGH
2.1.1	Demonstrates Understanding of Purposes	____	____	____	____
2.1.2	Displays Knowledge of Appreciation	____	____	____	____
2.1.3	Displays Humanistic Attitudes & Values	____	____	____	____
2.1.4	Initiates Active Participation	____	____	____	____
2.1.5	Demonstrates Respect for Creative Expression	____	____	____	____
2.1.6	Reveals Contribution of Arts to Culture	____	____	____	____
2.1.7	Extends the Use of Environment-Chart Future	____	____	____	____
2.1.8	Identifies Pertinent Modes of Creativity for Leisure Time	____	____	____	____
2.1.9	Identifies Career Categories and Structure	____	____	____	____
2.1.10	Justifies Support of Aesthetic Expression	____	____	____	____
2.2 Total Rating.....		____	____	____	____

D. On the scale below, after committee discussion of all data generated in this section, circle one of the four numbers that represents the committee's judgment of how well the materials would support DoDDS objectives.

Provides no support of objectives 1 2 3 4 Fully supports objectives

III. FAIR AND EQUAL TREATMENT OF MINORITIES AND WOMEN

A. By circling one of the four levels, rate the degree to which the materials:

	Unfair Biased		Fair or Unbiased	
1. Project a fair and unbiased treatment of racial groups.	1	2	3	4
2. Project a fair and unbiased treatment of ethnic groups.	1	2	3	4
3. Project a fair and unbiased treatment of religion and religious practices.	1	2	3	4

B. How well do the materials avoid sex-role stereotyping?

Poorly		Well	
1	2	3	4

C. How well do the materials avoid job denigration?

Poorly		Well	
1	2	3	4

COMMENTS: _____

_____

_____

_____

_____

D. On the scale below, after committee review of the above data, circle one of the four numbers that represents the committee's judgment of how well the materials would provide for fair and equal treatment of racial, ethnic, sex, religious, (and vocational groups).

Totally unfair and unequal 1 2 3 4 Fully fair and equal

IV. ORGANIZATION OF MATERIALS

A. Are the written content materials motivating?

Poor ☐ Fair ☐ Good ☐ Excellent ☐

B. What is the overall aesthetic quality of the product?

Poor ☐ Fair ☐ Good ☐ Excellent ☐

C. Is the product durable and practical enough for student and teacher use?

Poor ☐ Fair ☐ Good ☐ Excellent ☐

D. Are the materials directed toward: Student ☐ Teacher ☐

E. Indicate if the vocabulary and content is designed or stated in a manner appropriate for:

Slow learning students [ ] Average students ☐

Academically talented students ☐ Bilingual students ☐

F. Is the scope of the content appropriate? Yes ☐ No ☐

G. If sequencing is essential, is the sequence of materials appropriate for DoDDS' program? Yes ☐ No ☐

H. On the scale below, after committee discussion concerning the organization and quality of the materials, circle one of the four numbers indicating committee judgment of the organization, quality, and appropriateness of the materials.

Totally Inadequate 1 2 3 4 Fully Appropriate

V. INSTRUCTIONAL METHODS

A. List technical manuals or teacher guides provided or available. List the items on the back of this page or attach a separate list.

B. Does the material require teacher in-service training on the use of the items?.....Yes☐ No☐

C. Identify the modes of instruction which are likely to be most effectively employed with this material.

Demonstration ☐ Problem-Solving ☐ Lecture ☐

Listening ☐ Discussion ☐ Independent Study ☐

Programmed Instruction ☐ Self-Assessment ☐ Drill ☐

Analyzation ☐ Reference ☐ Other_____

_____

D. Do the instructional methods and materials require extensive preclass preparation?.....Yes☐ No☐

Other_____

E. On the scale below, after committee discussion of the instructional methods implied or required, circle one of the four numbers indicating committee judgment of the suitability of those methods.

Totally Unsuitable 1 2 3 4 Fully Suitable

VI. EVALUATION OF MATERIALS

A. Are extensive additional supplementary materials required?.....Yes☐ No☐

Other_____

_____

_____

_____

_____

B. Check items which apply to the material:

	Poor	Fair	Good	Excellent
1. Teacher's guide; captions; narrative	☐	☐	☐	☐
2. Continuity of outline and content	☐	☐	☐	☐
3. Vocabulary	☐	☐	☐	☐
4. Authenticity of content	☐	☐	☐	☐
5. Quality of:				
a. Sound	☐	☐	☐	☐
b. Color	☐	☐	☐	☐
c. Photography or artwork	☐	☐	☐	☐
6. Total Instructive Value	☐	☐	☐	☐

C. On the scale below, after committee discussion of the data generated by a review of criteria in this section, circle one of the four numbers indicating the degree of adequacy regarding the selection, scope, and sequencing of content.

Totally Inadequate 1 2 3 4 Fully Adequate

VII. EVALUATION OF TESTING MATERIALS

A. Are adequate test materials provided for student and teacher use?

Yes ☐ No ☐ Other: _____

B. Do test items measure student achievement of indicated objectives?

Yes ☐ No ☐ Other _____

C. Are test items adequate for informing teachers of student progress?

Yes ☐ No ☐ Other _____

_____

_____

D. Has the vendor provided information regarding test reliability and validity?.....Yes☐ No☐

Other_____

E. Were the test materials field tested?.....Yes☐ No☐

Other_____

F. Were students employed in the field test of these test materials?

.....Yes☐ No☐

Other_____

G. On the scale below, after committee discussion of the evaluation components of the materials, circle one of the four numbers that indicates the adequacy of test materials and data.

Totally Inadequate 1 2 3 4 Fully Adequate

VIII. TOTAL RATING

A. Write and attach a brief statement of how these materials compare with those currently being used or why they should be incorporated into the program, or adopted to replace current materials, if new:

_____

_____

_____

_____

_____

B. WEIGHTING INSTRUMENT FOR FINAL EVALUATION TOTAL

1. On the scale below, enter in Column A the ratings from Sections II-VII, indicating committee judgment of the degree of adequacy and effectiveness of the elements evaluated in those sections.

2. Weighting instructions:*

All items on this evaluation are not of the same importance in evaluating educational materials. For this reason, a second parameter is added to the evaluation process which weights each section according to its perceived importance. A sample set of weights has been provided in Column B. If you feel the provided weights are inappropriate, please place your recommended weights in parenthesis alongside the provided weights in Column B. Your weighting will be taken into consideration when the final ranking of materials is accomplished. In any case, the total weighting must equal 100 points in Column B; therefore, when an item is increased in points, there must be a corresponding decrease in points for another item or items.

Instructions: Multiply section ratings (Column A) with weight (Column B) to to arrive at subtotals (Column C). A X B =Subtotal C.

SECTION	CRITERIA	RATING A	WEIGHT B	SUBTOTAL C
II.	OBJECTIVES		30	
III.	FAIR AND EQUAL TREATMENT OF MINORITIES AND WOMEN		5	
IV.	ORGANIZATION OF MATERIALS		25	
V.	INSTRUCTIONAL METHODS		15	
VI.	EVALUATION OF MATERIALS		15	
VII.	EVALUATION OF TESTING MATERIALS		10	

Add subtotals from Sections II-VII. Enter this rating (total) on front page of the evaluation form (upper right-hand corner). TOTAL _____

*This phase of the evaluation process is optional when the evaluation is accomplished by an individual rather than a committee.

IX. FORMAL REVIEW COMMITTEE MEMBERS

Name of Committee Member	School

Signature of Chairperson _____ Date _____ Location _____

DEPARTMENT OF DEFENSE
OFFICE OF DEPENDENTS SCHOOLS
2461 EISENHOWER AVENUE
ALEXANDRIA, VIRGINIA 22331

ESM-50256

October 4, 1978

MEMORANDUM FOR Vendor

SUBJECT: Invitation to Submit Essential Arts Texts, Materials, and Programs for Formal Review

The Department of Defense Dependents Schools (DoDDS), with five regional administrative offices, operates American elementary and secondary schools throughout Europe, the Middle East, the Atlantic Region, and Asia. These schools are staffed with more than 7,000 American teachers in 261 schools providing an educational program for approximately 140,000 children of American military and civilian personnel.

Each year, texts, materials, and programs for selected subject areas are formally reviewed to determine whether new or current materials better meet the comprehensive criteria established for use within the DoD Dependents Schools. After the formal review process, texts, materials, and programs which best meet the established criteria may be authorized for piloting.

The purpose of the formal review is two-fold:

1. To minimize pilot testing of large volumes of essential texts, materials, and programs.

2. To insure ultimate utilization of essential texts, materials, and programs consistent with the philosophy, goals, and objectives of DoDDS.

During school year 1978-79, formal review committees will be established in each of the geographical regions to review essential texts, materials, and programs in the arts and humanities, K-12.

Upon completion of the formal review of texts, materials, and programs which are submitted for examination, each participating vendor will be given written notification of the final selection of materials.

SUBJECT: Invitation to Submit Essential Arts Texts, Materials, and Programs for Formal Review

For those vendors wishing to participate in DoDDS formal review process, the following guidelines and requests for information should be carefully read and observed:

1. Forward a formal letter of application, not later than November 1, 1978, to:

   Mr. Steve Motta, Chief, Education Division
   Department of Defense Dependents Schools
   Hoffman Building No. 1
   2461 Eisenhower Avenue
   Alexandria, Virginia 22331

   The letter should include:

   a. A bibliography of texts, materials, and programs which will be submitted.

   b. A statement indicating the materials and correlation information will be submitted not later than November 15, 1978.

   c. A statement that three or four sets of the texts, materials, and programs will be provided free of charge without further obligation to the U.S. Government.

   d. Vendors may identify items they wish to have returned. Where textbooks or similar types of expendable paper materials are submitted for examination, we would prefer to retain such material permanently unless this office is advised in your confirmation letter (paragraph 1. above) which items are to be returned. No materials will be returned prior to April 1, 1979.

2. Vendors should only send for review their most recent materials which can be classified as essential to the Arts Program.

3. DoDDS has 16 mm film projectors, slide projectors, including the carousel-type projector, cassette tape recorders, record players, film loops (super 8), overhead projectors, filmstrip projectors, display boards, and 1/2- or 3/4-inch video tapes.

SUBJECT: Invitation to Submit Essential Arts Texts, Materials, and Programs for Formal Review

4. For the arts, our essential interests are in the specific program areas of the visual arts, performing arts, written arts, film arts, spoken arts, to include the historical, aesthetic, and humanities-oriented programs. The materials should be basic and essential to a variety of specific interests and experience gained in programs such as design, drawing, painting, ceramics, sculpture, etc. We are interested in basic programs and essential materials that are directed toward a variety of modes of instruction such as interdisciplinary and intercultural or instruction suitable for a variety of student groupings by age and grade levels presenting a broad range of student ability, including gifted students.

5. Vendors who elect to submit items to be considered in the formal review process, must comply with the following procedures:

   a. Provide descriptive data, section 1, of (enclosure 1) "Criteria for Evaluation of Essential Texts, Materials, and Programs in Art, Music, and Humanities."

   b. Provide a correlation between DoDDS objectives (enclosure 2) and the materials submitted indicating where the objective is covered in the materials.

   c. Information required (a. and b. above) and the items to be reviewed by DoDDS committees should be submitted at the earliest possible date, but not later than November 1, 1978, to each formal review site of the task group as listed (enclosure 3).

   Enclosed is a copy of our "Introduction to The Materials Review Process" which will aid in the preparation of information required. (Enclosure 4)

6. All contracting for DoDDS is processed through the Defense General Supply Center in Richmond, Virginia, upon requisition by the schools or directorates. Examination of any item constitutes no promise or obligation to buy, and such examination, when made, is without cost or liability to the U.S. Government.

SUBJECT: Invitation to Submit Essential Arts Texts, Materials, and Programs for Formal Review

7. Vendors' representatives should feel free to contact task group coordinator listed in enclosure 3, regarding this review process. However, vendors' representatives are respectfully requested not to contact members after January 1, 1979.

Steve Motta
Chief
Education Division

Enclosures
1. Criteria for Evaluation
2. DoDDS Arts and Humanities Objectives
3. Formal Review Sites and Task Group Coordinators
4. Introduction to the Materials Review Process

FORMAL REVIEW SITES AND TASK GROUP COORDINATORS FOR ARTS

Copies of texts, materials, and programs should be submitted for review to the task group members located at the formal review sites listed below only. It will not be necessary to provide copies to DoDDS in Alexandria, Virginia, unless a request is issued by Mr. Warren Ruppel, Coordinator for Arts and Humanities.

The vendors should note that postal procedures overseas do not permit personal names to appear on official mail, therefore, letters and parcels improperly addressed, according to their standard, may be returned to the vendor unopened. Please construct the address so that the name of the task group member does not appear in the address but should be stated in the lower left-hand corner of your mailing label, as appropriate, using the following format:

Office of the Director
DoD Dependents Schools, Europe
APO New York 09164

ATTN: Mr. Jack South, Arts Coordinator

* * *

Office of the Director
DoD Dependents Schools, Pacific
Futenma, Box 796
FPO Seattle 98772

ATTN: Mr. James McGrath, Arts Coordinator

* * *

Principal in Charge
Lajes Dependents High School
Lajes Field, Azores
APO New York 09406

ATTN: Mr. John Hewitt, Arts Coordinator

* * *

NOTE: Carbon copies of communications with the Lajes Arts Committee will be forwarded to the following:

Mr. Folmer G. Christensen
Arts and Humanities Coordinator
DoD Dependents Schools, Atlantic
Building 995, Ellyson Field
Pensacola, Florida 32509

(Note for the education coordinators: Future requests for materials should reflect updated listings of names and regional addresses.)

Enclosure 3

INTRODUCTION

TO

THE MATERIALS REVIEW PROCESS

I. INTRODUCTION

All students should have access to instructional resources appropriate to their specific educational needs. In the past, a textbook was not available in the teaching of the arts. Instead, there was a set of resource materials available. Changes have been occurring in the form of increased instructional materials to satisfy increasing commitments to individualization of learning. In the area of the humanities teachers usually recognize a basic textbook plus supplementary materials or items they may produce to round out a program to study humankind.

Credible sources indicate that over 300,000 items of instructional materials--books, films, tapes, kits, etc.--are on the market. This is more than 30 times the number available 2 decades ago. In addition, the average student spends about 90 percent of classroom time and some homework time interacting with the instructional materials provided. In the humanities, students will spend as much as 75 percent of their classroom time and 25 percent of their homework time involved with instructional materials. Instructional materials should be systematically measured against a comprehensive list of specific criteria, including effectiveness requirements, prior to their procurement. This need for improved justification of expenditures for instructional materials is especially great during these times of reducing resources, critical concerns regarding instructional effectiveness, and increased importance of accountability.

2. Formal Review Process

Personnel from the Atlantic, Europe, and Pacific, as well as the Office of Dependents Schools, are tasked with a responsibility to review major disciplinary or interdisciplinary areas, K-12, as part of the Five-Year Curriculum Development Plan. One important aspect of that responsibility will be for each region to conduct a formal review of essential texts, materials, and programs during the first year of the review cycle. The purpose of such a review is to determine which new or current materials best meet comprehensive criteria established for use within the Department of Defense Dependents Schools (DoDDS). A list of these texts and materials will be published.

3. Regional Formal Review Committees

The person representing each region in the subject area of study is responsible for establishing formal review committees.

The number of committees established would be dependent upon the number of grade levels, courses, essential texts, materials, and programs identified for review. By utilizing several committees, individual committee workloads can be reduced and a larger number of locations within the regions can be represented.

Committee membership should include students, parents, and administrators as well as teachers. Participation on the part of interested noneducators provides not only additional helpful points of view, but also increases the work potential of the committee.

The committee chairperson should provide appropriate in-service training for the membership to ensure effective accomplishment of various responsibilities. Such training should include practice exercises using real instructional materials of the type to be reviewed. Throughout the process, all participants should exercise a commitment to objectivity, a recognition of the fact that they represent a large number of nonmembers, and a respect for the importance of the established objectives as criteria for decisionmaking.

4. Review Criteria

With an ever-increasing number of instructional materials becoming available, the formal review procedures must be extended and refined. The task force group meeting in August translated specific desired characteristics or criteria into appraisal forms. By incorporating modes such as questionnaires, checklists, or rating scales, those forms ensure the systematic collection, reportage, and analysis of the most useful data. The generalized criteria, report forms, and procedures suggested below have proved helpful to others. They embrace seven categories of data for each item, series, or alternative:

(1) Descriptive Data

(2) Objectives

(3) Fair and Equal Treatment of Minorities and Women

(4) Organization of Materials

(5) Instructional Methods

(6) Evaluation of Materials

(7) Evaluation

The final rating is arrived at by means of a separate weighting process. All items are not of equal importance within the total score.

5. Pilot Determintation of Effectiveness Data

The most important information possible regarding ultimate adoption of instructional materials is that which identifies the effectiveness of those materials in supporting student achievement of DoDDS objectives.

Provision has been made in the formal review process for identifying and assessing externally available effectiveness information. The formal review committees may allow such data to outweigh a number of other factors, if such information is available (and it rarely is), if the number and categories of students are comparable, and if the evaluation process is judged valid.

Results of the formal review process will be the identification of a limited list of essential texts, materials, and programs that are best suitable for use within DoDDS in terms of the criteria established. The next important step, prior to regional selection and procurement of essential instructional materials from the referenced listing, is to pilot applicable essential texts, materials, and programs within the region.

The purpose of such piloting is to provide internal effectiveness data on the materials considered for final selection and procurement. Obviously, the significant advantage of the formal review phase of the

selection process is to reduce the number of materials which should be piloted. Thus, with limited resources, a region can generate a smaller number, but a higher quality, of pilots to provide the essential effectiveness data required.

In the limited number of cases where selection and recommendations for procurement are made without piloting, those actions should be approved by the regional director.

Since effective piloting of materials is a complex and demanding activity, separate guidelines are provided for DoDDS personnel having such responsibilities.

DEPARTMENT OF DEFENSE
OFFICE OF DEPENDENTS SCHOOLS
2461 EISENHOWER AVENUE
ALEXANDRIA, VIRGINIA 22331

EDH-50868 December 4, 1978

MEMORANDUM FOR Publisher

SUBJECT: Systemwide In-Service Training and Price Support for Basic Texts and Materials Adoption

Members of the Science Task Group will meet at headquarters, Department of Defense Dependents Schools (DoDDS), during January 22-26, 1979, for the purpose of consolidating regional pilot data and developing a DoDDS worldwide science program adoption list. School selection and ordering of approved basic texts and materials will begin soon after the adoption decisions are made.

No forecast of the level of program acceptance can be made at this time, nor is it possible to say whether single or multiple adoptions will be made within a given subdiscipline.

The Science Task Group has been asked to develop plans for in-service training required by the adoption. Your response to the following questions will facilitate that planning as well as provide valuable information for adoption decisionmaking.

If your materials currently under pilot were to be placed on the adopted list:

(1) Would your firm sell adopted materials at the 1978 price for the remainder of the adoption period (approximately 4 years)? This would mean no price increases.

(2) Would Teacher's Editions be available at no charge?

(3) What in-service help would you be able to provide during the following periods:

School year 1979-1980 (Implementation)
School year 1980-1981
School year 1981-1982
School year 1982-1983

Thank you for your excellent response to requests from our regional science coordinators for introductory materials during the pilot period.

Steve Motta
Chief
Education Division

cc: Regional Directors
CDC Members
Regional Superintendents
Science Task Group Members

*U.S. GOVERNMENT PRINTING OFFICE : 1979 0-632-177/74